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ABSTRACT

This study used a multimethod research technique to examine the acquisition of key executive skills and attitudes required for success in the international business arena. Following a review of the literature, the report presents the results of responses by a panel of 36 international business experts from Canada, Mexico, and the United States to a three-round Delphi questionnaire that attempted to identify the key executive skills required for success. It was found that the skills most highly rated by Canadian participants were decision-making, team building, strategic vision, global view, ethics, and intercultural effectiveness. U.S. participants ranked working with people and information/communication as the most highly rated skills, while Mexican participants ranked as the most highly rated skills decision-making, team building, working with people, initiative and persistence, strategic vision, global view, ethics, information/communication skills, and intercultural effectiveness. Overall, the most highly rated skills were decision-making, team building, working with people, strategic vision, global view, ethics, information and communication, and intercultural effectiveness. In addition, the following skill acquisition methods were ranked by the participants in descending order of importance: lecture courses, internships, study in other nations, language study, videoconferencing, Internet courses, and correspondence courses. A copy of the questionnaire is included. (Contains 23 references.) (MDM)

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THE ACQUISITION OF KEY EXECUTIVE SKILLS AND ATTITUDES REQUIRED FOR INTERNATIONAL BUSINESS IN THE THIRD MILLENIUM

ED 432 175

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THE ACQUISITION OF KEY EXECUTIVE SKILLS AND ATTITUDES REQUIRED FOR INTERNATIONAL BUSINESS IN THE THIRD MILLENIUM

Introduction

The purpose of this study is to discuss the acquisition of key executive skills and attitudes required for success in the global arena in the 21st century. Numerous reports have been published concerning challenges facing establishments in the United States during the 1990's. Perhaps one of the most pressing challenges is that of increased internationalism of trade and payments, resulting in accelerating global competition (President's Commission on Industrial Competitiveness, 1985; American Assembly of Collegiate Schools of Business and the Consortium for International Studies Education, 1990; Ball & McCulloch, 1993). Brandt (1992) posits that numerous other driving forces will change business management curricula in the future. Progress depends on how well those in higher education internalize the value of business globalization. These driving forces are exerting increasing influence upon higher education to internationalize business curricula. However, efforts to internationalize the business curriculum have been in existence for more than forty-five years (Swift, 1959; Terpstra, 1969; Daniels & Radebaugh, 1974; Grosse & Perrit, 1980; Nehrt, 1981; Ryans, 1983; Thanopoulos & Leonard, 1986; Kuhne, 1990; Arpan, 1993). Clearly, these reforms must result in the development of contemporary skills for business school graduates that address the driving forces of globalization

Changes in the turbulent external environment of business and government act as catalysts of change for university business programs. Those involved in management

education must take into account the paradigmatic shifts in the educational arena. "The challenge for management education is to help students learn to manage change ethically, effectively, and efficiently, whether the changes involve international boundaries, human resources, financial considerations, political constraints, asset allocations, work ethics, process and productivity, total quality management, or a combination" (Skousen & Bertelson, 1994, p. 14).

Review of the Literature

Key Attributes and Practices

The driving forces of globalization, constant change, and evolving international standards of competitiveness require organizations to reexamine both the structural and operational aspects of how to create and sustain a competitive advantage. A key issue is to employ individuals who demonstrate the attitudes and skills necessary for success in this area. A number of practitioners from outside the realm of academia have identified these important attributes. Rhinesmith (1995) identifies six new mindsets for global managers: (1) driving for the bigger, broader picture; (2) balancing paradoxes; (3) trusting process over structure; (4) valuing differences; (5) managing change; and (6) seeking lifelong learning. Driving for the bigger, broader picture requires the ability to gather information from multiple sources in order to create and sustain global competitiveness. Balancing paradoxes requires "the ability to identify, analyze, and intuitively manage complex relationships that influence personal and organizational effectiveness . . . to balance contradictory needs" (Rhinesmith, 1995, p. 38). Trusting the process requires the ability to solve organizational problems via the processes that integrate people, not

organizational structures. The valuing differences mindset requires the ability to "work with people of different functional skills, experience levels, and cultural backgrounds -- and to do it with sensitivity and awareness of your own personal and professional heritage" (Rhinesmith, 1995, p. 40). Managing change is can be explained by analogy to whitewater rafting. "Effective managers flow with change. In the new way of working, you are not in control of the journey. You judge the river, you judge your skill level, you step onto the raft, and you take off" (Rhinesmith, 1995, p.41). Seeking lifelong learning requires the ability to reinvent ourselves and the profession.

> That means constant reinvention. As soon as you see yourself coming toward a solution, you redefine the problem. As soon as you see yourself with a new product that appears to be successful, you remind yourself that the product is becoming obsolete. As soon as you feel competent in something, you know it is time to move on. As soon as you are working successfully to help a limited number of people, you know that the rest of the world could also use your help (Rhinesmith, 1995, p. 43).

The results of a study of three-hundred successful senior managers was conducted to determine the key attitudes of leaders. Parker (1994, p. 5) reports, "They shared a voracious need to have power over other people. They were also marked by a lust for personal achievement, being fiercely competitive in pursuing the extremely high aims they had set for themselves to the extent of being ruthless with anyone seen as standing in their way." The author states that while that form of leadership may have worked in the past, it will not work in the future. He goes on to list some of the characteristics of the effective leader of the future. "He or she will be: (1) a risk-taking professional, recognizable by a business degree and experience, (2) an educator and a team-builder, an exponent of the

learning organization; (3) an internationalist in the global markets, a man or woman of the world; (4) a political animal -- interested in the efficiency of government, as any efficient government of a high-tech society should be interested in business; and (5) a citizen, sharing with other citizens at work the concerns of the community as a whole" (Parker, 1994, p.5).

Van Auken (1996) provides several key international business practices, and their implications, that affect U.S. managers on a daily basis. The first, global operations, requires the manager to develop people-handling skills for employees of culturally diverse backgrounds. The second, benchmarking, requires managers to develop and deploy quality and continuous improvement capabilities. The third, pressure on productivity and wages, requires managers who have the ability to motivate employees in the absence of regular pay increases, decreasing benefits, downsizing, and the like. The fourth, cross-cultural management, requires non-ethnocentric skills to work cooperatively with complementary foreign partners. The fifth, value-adding technology, requires managers to develop skills in mastering technology enhanced productivity. The sixth, relearning and retraining, requires managers to introduce new operating processes into the workplace via continuous learning and unlearning.

Odenwald (1996) suggests global team members demonstrate the following general competencies: an appreciation of people's differences and their value of time; skills in listening, conflict resolution, project planning, flowcharting, and mapping; and computer literacy. In addition to these general competencies, specific transcultural competencies are provided.

> An interest in different cultures and business practices; a non-judgmental initial reaction to cultural differences, a conceptual understanding of the power of differences; the ability to model product-and-service cultural diversity; and the ability to learn from traveling and interacting with employees in other areas of the world (1995, p.55).

Also included are the most essential qualities of a global leader, such as:

> Physical stamina; an expanding repertoire of behavior; a sense of humor; a personal belief that life is a journey; the ethnographic data-collection skills of cultural anthropologists; a commitment to
>
> the greatness of his or her organization; and a deep conviction to a higher purpose through participation in organizations (1995, p. 55).

"All leaders are or will be global . . . defined as being anywhere in an organization's web with a geographic scope of responsibility -- not by time, space, or job title (1995, p. 55).

McLandsborough (1995) identified the competencies required of global managers as perceived by executive recruiters, and compared the identified competencies with those included in the professional literature as necessary for successful global business relations. The study was completed in four steps: (1) a review of the literature was conducted to identify competencies perceived as critical to successful global assignments; (2) a research instrument was developed and tested that incorporated the identified competencies; (3) the instrument was sent to executives in search firms working in the international arena; and (4) the results of the previous steps were analyzed to address four research questions.

The first question was to determine the fields in which executives are being sought. The following fields were identified with growth potential in excess of ten percent: finance (29.7 percent); high tech/electronics (24.3 percent); service industries (21.6

percent); environmental sciences (21.6 percent); healthcare (18.9 percent); construction (18.4 percent); and energy/utilities (10.9 percent). The second question was to determine to what extent executives are crossing over fields of expertise. It was indicated that few executives cross over functional job areas; even fewer cross over from one industry to another. Executives surveyed within this study tended to remain within their own primary industry and functional area. The third question identified global competencies specifically being sought by corporations. The competencies were grouped into four categories: administrative, technical, personal, and multi-cultural.

> In the administrative area the most highly rated competencies, by executive search firm, were the ability to work with people, team building capability and leadership skills. Ethics, global perspectives and strategic vision each scored nearly as high in their importance to the search . . . The ability to facilitate the transfer of general business practices was most important to the executive search . . . In the personal competency area, those competencies deemed most important to the search area were decision-making skills, enthusiasm/commitment, initiative/persistence, and creativity/resourcefulness . . . The most sought multi-cultural competency was previous international experience. Cultural flexibility, host country language skills, and a tolerance of differences were also sought (p. 72-79).

The fourth question sought to address how those competencies compare with the competencies that experts say should be sought. Table A synthesizes the competencies sought relative to the search and relative to the position.

There exists a certain amount of disparity between the opinions expressed in the literature and those of executives actually seeking individuals to fill positions. Remarkably, both factions seem to profess expertise in the requirements for global success (p. 88). A major conclusion of this study concerning how people can obtain these

competencies was that universities should develop stronger international partnerships with other universities, businesses, and industries.

> One role of higher education is to develop in the individual the skills, or competencies, necessary to go forth into the community, from local to global, and succeed. This study has shown that there is disparity between what is thought best and what is actually sought in the business community (p.98).

Murprey (1994) cataloged the global skills, knowledge, and attitudes senior business executives will require by the year 2005, compared and contrasted by American European, and Japanese executives and academicians. The study was conducted in three phases. The first phase employed interviews of twenty-three experts from a variety of disciplines, such as business, agriculture, sociology, education, and government. The interview process produced 105 global challenges, sorted into three categories containing sixteen subcategories, that senior executives will be facing in the year 2005 (Table B). The second phase employed the Delphi Technique in a panel of twelve experts, consisting of four U.S. university business faculty, four U.S. corporate executives, and four U.S. government international trade and policy experts. The panelists were asked to review the provided list of global challenges, then prioritize the list. The third phase employed a mail questionnaire, sent to American, European, and Japanese business executives and academicians to validate the results of the Delphi Technique. The conclusions of this research project were based on the analysis of the data obtained in the three phases. By the year 2005 senior business executives will:

> (1) be facing a variety of internal and external organizational challenges in a rapidly changing global business environment; (2) require a foundation of global business skills and knowledge; (3) need to possess a tolerance for

> other cultures; (4) be required to be continuous learners; (5) need to be able to conduct business in a second language; (6) need to have gained experience outside their native country; (7) need to be able to develop creative solutions rapidly for situations arising in unfamiliar business environments; (8) need to possess a global perspective; and (9) need to be able to use effectively the expertise of others (p.160-163).

A major recommendation of this study was that business schools need to take the necessary steps to ensure they are providing the global skills and knowledge that will develop globally competent managers.

Tokar (1993) identified and validated international financial management competencies appropriate for study at the master's degree level. The significance of her research to this study was the compilation of competency identification models and validation processes specifically applicable to the areas of international business. The competencies were identified and validated through an expert consensus approach. First, an analysis of chapter headings and subheadings for textbooks in the academic field provided the basic list of content competency statements. Next, the content statements were converted into competencies through the addition of action/performance verbs. The resulting statements were organized into twenty-four groups, which formed the basis for the development of a questionnaire. Respondents were instructed to consider and rank competencies for importance of study at the master's degree level. Prior to mailing, the instrument was reviewed and validated by expert panel. Two iterations of the Delphi Technique produced the final list of competencies. A major recommendation for further study was to apply the expert consensus approach toward the validation of competencies in other international business areas.

Methodology

The design for carrying out the purpose of this study are presented in this section. The purpose of this study was to discuss the acquisition of key executive skills and attitudes required for success in the global arena in the 21st century. The general methodology employed in this study was multimethod.

Research Design

According to Brewer and Hunter (1989), multimethod research combines different methodological approaches to research within the same investigation. Extension of previous studies, Delphi technique, and descriptive techniques were used in this study. Two research questions were formulated to guide the completion of this study. To achieve the purpose of this study, objective answers to the following questions were sought:

1. What key executive skills are required for success in the International Business arena?
2. How are these executive skills acquired, i.e., graduate-level courses, language study, internships, and study in other nations?

Procedures

Research Question One deals with key executive skills required for success in the international business arena. A number of previous studies have identified international business competencies for executives. The most recent was conducted by McLandsborough (1995), where he identified the competencies required of global managers as perceived by executive recruiters, and compared the identified competencies

with those included in the professional literature as necessary for successful global business relations. The results of his study are presented in Table B of this research project. These competencies were converted into a three-round Delphi questionnaire.

The Delphi technique, used to identify and develop competencies by many individuals and groups, is summarized in the following manner:

> Anonymous questionnaires are sent to experts in the field. From their responses, individual forecasts are compiled. These are then passed around for written criticism by other experts until a consensus . . . is reached (Haimann, Scott, and Connor, 1982, p. 108).

> The Delphi technique . . . was designed to generate group consensus while minimizing the following disadvantages: (1) the bandwagon effect of a majority opinion; (2) the power of a persuasive or prestigious individual to shape group opinion; (3) the vulnerability of group dynamics to manipulation; and (4) the unwillingness of individuals to abandon publicly stated position. In essence, it identifies the group members who will generate the consensus position but interacts with them individually to provide collective feedback of the emerging consensus to each member privately. Individuals then reconsider their initial positions in light of the group trends and make any adjustments felt appropriate. The final result is an informed consensus insulated from the forces of face-to-face group interaction (Isaac & Michael, 1989, p. 114-115).

> The Delphi method, unlike many forecasting methods, does not necessarily produce a single forecast as its output. This is because the Delphi approach can result in a spread of opinions rather than in a consensus. The objective is to narrow down the range of estimates as much as possible without pressuring the experts (Hayden, 1986, p. 98).

The previous authors outline the steps to be taken in employing the Delphi technique; however, Certo (1986) summarizes the process most succinctly:

> (Step 1) Various experts are asked to answer independently, in writing, a series of questions. (Step 2) Summary of all answers id then prepared. No expert knows how any other expert answered the questions. (Step 3) Copies of the summary are given to the individual experts with the request that they modify their original answers if they think they should. (Step 4) Another summary is made of these modifications, and copies are distributed to the experts. This time, however, expert opinions that deviate significantly from the norm must be justified in writing. (Step 5) A third summary is made of the opinions and justifications, and copies are distributed to the experts. Justification for all answers is now required in writing. (Step 6) The forecast is generated from all the opinions and justifications that arise from Step 5 (p. 156).

Thus, the Delphi technique was used to answer Research Question One. The process was follows. (1) develop a panel of thirty-six (36) international business experts, with the membership being drawn from Canada, Mexico, and the United States; (2) develop a Delphi questionnaire, based on Table A of this study, to be completed in three rounds; (3) implement the Delphi questionnaire via facsimile; and (4) compile the results of the Delphi questionnaire.

Research Question Two deals with how these executive skills acquired, i.e., through graduate-level courses, language study, internships, and study in other nations. The Delphi panel of experts were surveyed to ascertain the efficacy of each method of skill acquisition. The process was as follows: (1) develop a survey instrument (see Table C) which requests the panelists to rate, rather than rank each skill acquisition method. "Rating is less taxing mentally because issues can be evaluated on at a time rather than

requiring simultaneous consideration of all issues" (Niederman, Brancheau, & Wetherbe, 1991, p. 476); (2) administer the survey via facsimile to the panelists; and (3) compile the results of the survey.

Results

Research Question One dealt with key executive skills required for success in the international business arena. A number of previous studies have identified international business competencies for executives. The most recent was conducted by McLandsborough (1995), where he identified the competencies required of global managers as perceived by executive recruiters, and compared the identified competencies with those included in the professional literature as necessary for successful global business relations. The results of his study are presented in Table A of this report.

The process for Research Question One was as follows: (1) develop a panel of thirty-six (36) international business experts, with the membership being drawn from Canada, Mexico, and the United States; (2) develop a Delphi survey instrument, based on Table A of this study, to be completed in three rounds; (3) implement the Delphi survey instrument via facsimile; and (4) compile the results of the Delphi survey instrument.

Panel of International Business Experts. The intended research methodology concerning this aspect of Research Question One was to develop a panel of thirty-six international business experts, with the membership being drawn from Canada, Mexico, and the United States. It was anticipated that the delphi-group would consist of twelve participants from each of the NAFTA signatory nations (Canada, Mexico, and the United States). The criteria for membership in the delphi-group was eight years experience in the

field of management, including international business exposure, and at least a bachelor's degree.

A total of fifty-two individuals from the NAFTA signatory nations, who met the criteria for participation in this study, were identified. Canada and United States participants were contacted via facsimile; Mexico participants were contacted via electronic mail (e-mail). Forty-four responses were received. The response distribution by nation was as follows: Canada reported sixteen responses to seventeen requests; Mexico reported twelve responses to twenty requests; and the United States reported fourteen responses to fifteen requests.

Demographic data was collected, specifically age group, gender, and highest degree. The demographic data is presented in Table D. The largest age group consisted of individuals in the range of forty-one to fifty years (41 percent), followed by thirty-one to forty years of age (32 percent), fifty-one to sixty (18 percent), and twenty-one to thirty (8 percent). Gender composition of the group included 68 percent male and 32 percent female. Concerning educational attainment, 64 percent reported the master's degree as the highest degree earned, 27 percent reported the bachelor's degree, and 9 percent reported a doctoral degree. All bachelor degree respondents reported they were working toward obtaining a master's degree.

Delphi Survey Instrument Development. As previously indicated, McLandsborough (1995) identified the competencies required of global managers as perceived by executive recruiters, and compared the identified competencies with those included in the professional literature as necessary for successful global business relations

A major result of this study was the identification of key executive skills specifically being sought by corporations, and how those competencies compare with the competencies that experts say should be sought. Table A synthesizes the competencies sought relative to the search and relative to the position.

In developing the Delphi survey instrument, the executive competencies for the global business arena (importance to position) were selected. The importance to the position group was selected over the importance to search group, since the purpose of this research question was to determine whether or not these operational key executive skills were still valid in terms of NAFTA signatory nations, i.e., Canada, Mexico, and the United States. The important to search competencies were not relevant to the purpose of this study.

These competencies were placed in the survey instrument. The identical instrument was designed to be sent to participants in each nation, with the only modification being that the Mexico instrument was translated from English into Spanish. Instructions for completing the survey instrument were placed at the top of the survey. Specifically, participants were to rate each competency on a scale of one-to-ten, with ten being most important and one being the least important. Additionally, participants were instructed to return the completed Delphi survey instrument to the instrument originator. The above procedure was repeated for all three rounds of the Delphi process.

Implementation of the Delphi Instrument. The English language Delphi survey instrument was sent to Canada and United States participants via facsimile; a Spanish language version was sent via email to Mexico participants. A total of seventeen

instruments were facsimilied to Canadian participants, with sixteen returned responses. Once the first round was completed, the exact same procedure was followed to implement rounds Two and Three. At the end of the third round, the following key executive skills were rated highest, with a score of nine out of a possible ten: decision-making skills, team builder, strategic vision, global view, ethical, and intercultural effectiveness. The next highest grouping of skills, with a score of eight out of a possible ten were: work with people, leadership ability, enthusiasm and commitment, creativity and resourcefulness, concern for quality, information/communication skills, negotiator, articulates clear theory, manage innovation, delegatory skills, and knowledge of general business practice. The next grouping of skills, with a score of seven out of a possible ten were: initiative and persistence, proficient in line management, mobility, and language skills. The lowest score, with a six out of a possible ten, was previous international experience. Table E provides a summary of the results.

A total of fifteen instruments were facsimilied to United States participants, with fourteen returned responses. Once the first round was completed, the exact same procedure was followed to implement rounds Two and Three. At the end of the third round, the following key executive skills were rated highest, with a score of ten out of a possible ten: work with people, and information/communication skills. The next highest grouping of skills, with a score of nine out of a possible ten were: decision-making skills, team builder, initiative and persistence, leadership ability, enthusiasm and commitment, global view, ethical, intercultural effectiveness, and knowledge of general business practices. The next grouping of skills, with a score of eight out of a possible ten were:

strategic vision, creativity and resourcefulness, concern for quality, negotiator, language skills, manage innovation, and delegatory skills. The lowest scores, with a seven out of a possible ten, included: previous international experience, proficient in line management, mobility, and articulates clear theory. Table F provides a summary of the results.

A total of twenty instruments were emailed to Mexico participants, with twelve returned responses. Once the first round was completed, the exact same procedure was followed to implement rounds Two and Three. At the end of the third round, the following key executive skills were rated highest, with a score of nine out of a possible ten: decision-making skills, team builder, work with people, initiative and persistence, strategic vision, global view, ethical, information/communication, and intercultural effectiveness. The next highest grouping of skills, with a score of eight out of a possible ten were: enthusiasm and commitment, creativity and resourcefulness, proficient in line management, mobility, negotiator, language skills, and knowledge of general business practices. The next grouping of skills, with a score of seven out of a possible ten were: leadership ability, concern for quality, previous international experience, articulates clear theory, and delegatory skills. Table G provides a summary of the results.

Compile the Results of the Delphi. In summary, a total of fifty-two instruments were sent during the three-round process, which produced forty-four responses. The combined scores reveal the following skills were rated highest, with an average score of nine: decision making skills, team builder, work with people, strategic vision, global view, ethical, information and communication skills, and intercultural effectiveness. The next grouping of skills was were rated an average score of eight: initiative and persistence,

leadership ability, enthusiasm and commitment, creativity and resourcefulness, concern for quality, negotiator, language skills, manage innovation, delegatory skills, and knowledge of general business practices. Finally, the following skills were given an average rating of seven: previous international experience, proficiency in line management, mobility, and articulates clear theory. Table H provides a summary of the results.

Research Question Two dealt with how these executive skills are best acquired. The process for answering this question was as follows: (1) develop a survey instrument which asks Delphi participants to rank skill acquisition methods; (2) administer the survey to Delphi participants; and (3) compile the results of the survey. The following eight methods of skill acquisition were identified and placed on the survey: lecture course, language study, internships, study in other nations, teleconferencing, videoconferencing, internet courses, and correspondence courses. Additionally, instructions for completing and returning the survey were placed at the top of the survey form.

All forty-four Delphi participants were sent a copy of the survey. Canada and United States participants were contacted via facsimile; Mexico participants were contacted via electronic mail (e-mail). Twenty-two responses were received. The response distribution by nation was as follows: Canada reported eight responses; Mexico reported nine responses; and the United States reported five responses. The following skill acquisition methods were ranked by the respondents, in descending order of importance: lecture courses, internships, study in other nations, language study,

videoconferencing, teleconferencing, internet courses, and correspondence courses. Table I provides a summary of the responses.

Conclusions

Three conclusions are presented as a result of this study. First, key executive skills have been identified and validated. These are summarized in Table H. Second, methods of acquiring these skills have been identified and validated. These are summarized in Table I. Third, the results of this study should form the basis for the evaluation and validation of business curricula in terms of inclusion of these skills and acquisition methodologies.

Table A

Executive Competencies for the Global Business Arena
(in order of importance)

Importance to Search	Importance to Position
work with people	decision-making skills
team builder	team builder
decision-making skills	work with people
leadership ability	initiative & persistence
enthusiasm & commitment	leadership ability
initiative & persistence	enthusiasm & commitment
creativity & resourcefulness	strategic vision
ethical	creativity & resourcefulness
previous international experience	global view
mobility	ethical
global view	concern for quality
strategic vision	previous international experience
proficient in line management	information/communication skills
information/communication skill	proficient in line management
concern for quality	mobility
manage innovation	negotiator
articulates clear theory	language skills
strong personal identity	articulates clear theory
cultural flexibility	manage innovation
multi-dimensional perspective	intercultural effectiveness
knowledge of general business practices	delegatory skills
tolerance of differences	knowledge of general business
practices	
language skills	
open to new experiences	

Table B

Global Challenge Categories and Sub-Categories

I Internal Organizational Challenges

- A Global strategy and policy formulation
- B Global organizational structure
- C Global human resources
- D Global organizational image
- E Global management
- F Global finance/budgeting
- G Global marketing
- H Global R&D
- I Global technology management
- J Global information management
- K Global production/operations
- L Global social responsibility

II External Organizational Challenges

- A Global sociopolitical
- B Global economic/competitive
- C Global resources
- D Global technology

III Personal/Professional Challenges

Table C
DELPHI QUESTIONNAIRE

Instructions: The following is a list of key skills identified for managers to be successful in the international business arena. Please rate each skill, using a 10-point scale, where 10 indicates highest priority and 1 indicates lowest priority.

Rating	Key Skill
_____	1. decision-making skills
_____	2. team builder
_____	3. work with people
_____	4. initiative & persistence
_____	5. leadership ability
_____	6. enthusiasm & commitment
_____	7. strategic vision
_____	8. creativity & resourcefulness
_____	9. global view
_____	10. ethical
_____	11. concern for quality
_____	12. previous international experience
_____	13. information/communication skills
_____	14. proficient in line management
_____	15. mobility
_____	16. negotiator
_____	17. language skills
_____	18. articulates clear theory
_____	19. manage innovation
_____	20. intercultural effectiveness
_____	21. delegatory skills
_____	22. knowledge of general business practices

Table D
Demographic Data of Responses

Age Group	21-30	31-40	41-50	51-60	Total
Canada	0	8	7	2	17
United States	1	3	7	4	15
Mexico	3	3	4	2	12
Total	4	14	18	8	44

Gender	Male	Female	Total
Canada	12	5	17
United States	7	8	15
Mexico	11	1	12
Total	30	14	44

Highest Degree	Bachelor	Master	Doctor
Canada	7	9	1
United States	3	12	0
Mexico	2	7	3
Total	12	28	4

Table E
Summary of Canada Delphi

Rating	Key Executive Skill
Nine	Decision making
	Team builder
	Strategic vision
	Global view
	Ethical
	Intercultural effectiveness
Eight	Work with people
	Leadership ability
	Enthusiasm and commitment
	Creativity and resourcefulness
	Concern for quality
	Information/communication skills
	Negotiator
	Articulates clear theory
	Manages innovation
	Delegatory skills
	Knowledge of general business practices
Seven	Initiative and persistence
	Proficient in line management
	Mobility
	Language skills
Six	Previous international experience

Table F
Summary of United States Delphi

Rating	Key Executive Skill
Ten	Work with people
	Information/communication skills
Nine	Decision-making skills
	Team builder
	Initiative and persistence
	Leadership ability
	Global view
	Ethical
	Intercultural effectiveness
	Knowledge of general business practices
Eight	Strategic vision
	Creativity and resourcefulness
	Concern for quality
	Negotiator
	Language skills
	Manage innovation
	Delegatory skills
Seven	Previous international experience
	Proficient in line management
	Mobility
	Articulates clear theory

Table G
Summary of Mexico Delphi

Rating	Key Executive Skill
Nine	Decision making skills
	Team builder
	Work with people
	Initiative and persistence
	Strategic vision
	Global view
	Ethical
	Information/communication skills
	Intercultural effectiveness
Eight	Enthusiasm and commitment
	Creativity and resourcefulness
	Proficient in line management
	Mobility
	Negotiator
	Language skills
	Knowledge of general business practices
Seven	Leadership ability
	Concern for quality
	Previous international experience
	Articulates clear theory
	Delegatory skills

Table H
Compilation of Entire Delphi

Rating	Key Executive Skill
Nine	Decision making skills
	Team builder
	Work with people
	Strategic vision
	Global view
	Ethical
	Information/communication skills
	Intercultural effectiveness
Eight	Initiative and persistence
	Leadership ability
	Enthusiasm and commitment
	Creativity and resourcefulness
	Concern for quality
	Negotiator
	Language skills
	Manage innovation
	Delegatory skills
	Knowledge of general business practices
Seven	Previous international experience
	Proficient in line management
	Mobility
	Articulates clear theory

Table 1
Ranking Of How Skills Are Best Acquired

Method	Canada	Mexico	United States
Lecture courses	1	1	2
Language study	4	4	6
Internships	3	2	1
Study in other nations	2	3	3
Teleconferencing	6	6	5
Videoconferencing	5	5	4
Internet courses	8	7	7
Correspondence courses	7	8	8

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